

**Physical Education and Health Curriculum**

**Grades 9-12**

**Standard: Physical Activity and Fitness**

**Through the study of Motor Skill Development students will:**

2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance and gymnastics)

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficient in a few movement forms and motor skills(team sports, individual/dual sports, outdoor pursuits, self-defense, and dance)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Skills</li> <li>• Team projects</li> <li>• Modeling</li> <li>• Games</li> <li>• Team work</li> <li>• Lead up games</li> <li>• Observation video</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Oral quizzes</li> <li>• Check lists</li> <li>• Peer observation</li> <li>• Self- evaluation</li> <li>• Journal writing</li> </ul>	Equipment Texts	

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**Through the study of Motor Skill Development students will:**

2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise

Skills	Instructional Activities	Assessment	Resources	Pacing Guide
Demonstrate activities for warming up and cooling down before and after aerobic exercise  Aerobic endurance Flexibility Muscular endurance Strength Core exercises	<ul style="list-style-type: none"> <li>• Demonstrating stretching techniques</li> <li>• Core exercises</li> <li>• Proper techniques concerning exercises, breathing, aerobic/anaerobic</li> <li>• Lead up games</li> <li>• Games</li> <li>• Aerobic muscular conditioning exercises:               <ul style="list-style-type: none"> <li>a) sit-ups</li> <li>b) push-ups</li> <li>c) squat thrusts</li> <li>d) dips</li> <li>e) leg raises</li> <li>f) rope skipping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Teacher observation</li> <li>• Checklist</li> <li>• Journal writing</li> <li>• Self -evaluation</li> <li>• Peer evaluation</li> </ul>	Equipment Professional Development	

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**Through the study of Motor Skill Development students will:**

2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology

Skills	Instructional Activities	Assessment	Resources	Pacing Guide
Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Skills</li> <li>• Team projects</li> <li>• Modeling</li> <li>• Team work</li> <li>• Video observation</li> <li>• Plyometrics</li> <li>• Stretching</li> <li>• Core exercises</li> <li>• Lead up games</li> <li>• Games               <ul style="list-style-type: none"> <li>a) Badminton</li> <li>b) Basketball</li> <li>c) Flag football</li> <li>d) Floor hockey</li> <li>e) Low organizational games</li> <li>f) Physical fitness testing</li> <li>g) Soccer</li> <li>h) Softball</li> <li>i) Speedball</li> <li>j) Ultimate Frisbee</li> <li>k) Team handball</li> <li>l) Volleyball</li> </ul> </li> </ul>	Rubrics Checklists Quizzes Tests Teacher observation Journal writing Multiple intelligences Open ended questioning	Texts Equipment	

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**Through the study of Fitness students will:**

2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training

Skills	Instructional Activities	Assessment	Resources	Pacing Guide
Demonstrate exercises in strength training, cardiovascular activities, and flexibility training	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Team projects</li> <li>• Modeling</li> <li>• Team work</li> <li>• Video observation</li> <li>• Plyometrics</li> <li>• Stretching</li> <li>• Core exercises</li> <li>• Lead up games</li> <li>• Games                             <ul style="list-style-type: none"> <li>a) Badminton</li> <li>b) Basketball</li> <li>c) Flag football</li> <li>d) Floor hockey</li> <li>e) Low organizational games</li> <li>f) Physical Fitness testing</li> <li>g) Soccer</li> <li>h) Softball</li> <li>i) Speedball</li> <li>j) Ultimate Frisbee</li> </ul> </li> </ul>	Teacher observation of skills, ability and knowledge Checklists Quizzes Tests Teacher observation Journal writing Multiple intelligences Open ended questioning	Texts Equipment Courts/fields	

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**Standard: Physical Activity and Fitness**

**Through the study of Fitness students will:**

2.21 Identify the components of physical fitness and factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Identify the components of physical fitness and factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle	<ul style="list-style-type: none"> <li>• Aerobic endurance</li> <li>• Flexibility</li> <li>• Muscular endurance</li> <li>• Strength</li> <li>• Anaerobic endurance</li> <li>• Discussion of the components of fitness</li> <li>• Explore exercise and nutrition</li> <li>• Identify factors</li> <li>• Demonstrate knowledge</li> <li>• Explain factors</li> </ul>	Discussion of the components of fitness Identify factors Demonstrate techniques Use technology and appropriate tools to record and access fitness data Goal setting	Equipment Assessment tools Professional development Texts	

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**Standard: Physical Activity and Fitness**

**Through the study of Fitness students will:**

2.22 Conduct a personally developed physical activity program

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Conduct a personally developed physical activity program	Students participate daily in any physical activity and keep a journal for one month recording specifics and describe the physical and psychological states, before, during and after participation. At the end of the month, summarize with personal recommendations regarding the amount and regularity of activity, as well as beliefs about future commitment to a daily or weekly schedule of exercise.  Included: <ul style="list-style-type: none"> <li>• Stretches</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Self -assessments</li> <li>• Teacher assessments</li> <li>• Check lists</li> <li>• Journal writing</li> </ul>	Fit gram Equipment JOPERD Health digets	

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**Through the study of Fitness students will:**

2.23 Meet developmentally appropriate health-related fitness benchmarks

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Meet developmentally appropriate health-related fitness benchmarks	<ul style="list-style-type: none"> <li>• Discussion of the components of fitness</li> <li>• Explore exercise and nutrition</li> <li>• Identify factors</li> <li>• Demonstrate knowledge</li> <li>• Explain factors</li> <li>• Lecture</li> <li>• Modeling</li> <li>• Videos</li> <li>• Group work</li> <li>• Long term evaluations</li> <li>• President’s Physical Fitness Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Teacher observations</li> <li>• Self-evaluations</li> <li>• Journal writing</li> </ul>	Texts Equipment Videos	

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**Through the study of Personal and Social Competency students will:**

2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manager personal wellness, monitor progress, and revise plans

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion of the components of fitness</li> <li>• Explore exercise and nutrition</li> <li>• Identify factors</li> <li>• Demonstrate knowledge</li> <li>• Explain factors</li> <li>• Lecture</li> <li>• Modeling</li> <li>• Videos</li> <li>• Group work</li> <li>• Long term evaluations</li> <li>• President’s Physical Fitness</li> <li>• Testing</li> <li>• Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Open end questions</li> <li>• Checklists</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Tests</li> </ul>	Professional development Texts Journals Equipment	



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**Through the study of Personal and Social Competency students will:**

2.25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Teach lifelong skills</li> <li>• Teach lifelong games i.e., volleyball, modeling</li> <li>• Videos of successful stories</li> <li>• Demonstrate proper technique and skills</li> <li>• Demonstration of respect, teamwork and sportsmanship</li> <li>• Teach proper core exercise</li> <li>• Create and perform sequences with students</li> <li>• Cooperative learning</li> <li>• Differentiated learning</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Demonstration of transfer of knowledge</li> <li>• Question and answer</li> <li>• Discussion</li> <li>• Checklists</li> <li>• Self-evaluations</li> <li>• Teacher observations</li> </ul>	Professional Development Journals Equipment Texts	

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**Through the study of Personal and Social Competency students will:**

2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role-modeling</li> <li>• Positive Coaching Alliance Network</li> <li>• Modeling</li> <li>• Videos of successful stories</li> <li>• Demonstrate proper technique and skills</li> <li>• Demonstration of respect, teamwork and sportsmanship</li> <li>• Sharing</li> <li>• Applying activity specific rules, procedures safety principles, and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Self-evaluations</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• Peer observation/evaluations</li> </ul>	Positive Coaching Alliance Network Professional Development Videos Guest Speakers Journals Safe equipment	

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**Through the study of Personal and Social Competency students will:**

2.27 Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

<b>Skills</b>	<b>Instructional Activities</b>	<b>Assessment</b>	<b>Resources</b>	<b>Pacing Guide</b>
Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Videos</li> <li>• Essays</li> <li>• Journals</li> <li>• Open discussions</li> <li>• Role modeling</li> <li>• Character education</li> <li>• Cooperative learning</li> <li>• Using multiple intelligences</li> <li>• Competitive games</li> <li>• Cooperative games</li> <li>• Defining leadership</li> <li>• Movies</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Checklists</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Peer assessment</li> <li>• Discussion</li> </ul>	PROFESSIONAL DEVELOPMENT!!  AAPHERD MAHPERD JOPERD Research quarterly Strategies Videos Movies	